**Assessment Recommendations for**

**EngageNY/Eureka Math *A Story of Units***

**Fourth Grade – Module 7**

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**Module Assessment Overview**

**Purpose of Assessments**

**Mid-Module Assessment:** These tasks address approximately the **first half** of the module’s learning objectives, and provide important information for instruction and for grading.

**End-of-Module Assessment:** These tasks are based on all standards addressed in order to gauge students’ full range of understanding of the **module as a whole**. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Administration of Assessments**

* Mid- and End-of-Module Assessments are designed to be completed in approximately one class period. However, The tests can be given over multiple days as needed.
* Assessments are designed to be completed independently by students, without assistance.
* These tasks should not be preceded by review of similar problems.

**Grading Guidance**

***The points assigned to each step in the progression of learning on the rubrics have been changed.*** EngageNY’s 1-4 step/point scale, in which Step 4 denotes proficiency with grade level standards, may be confused with Bethel’s 1-4 standards-based grading system. To alleviate confusion, Bethel’s cover sheets and rubrics will use a 0-3 point scale with 3 points denoting proficiency at grade level standards.

**General Grading Guidance:**

* On the report card, student learning is reported by CCSS domain. The Fourth Grade CCSS domains are: Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations – Fractions, Measurement and Data, and Geometry.
* Grades in each domain should be based on multiple sources of evidence, including the Mid- and End-of-Module Assessments. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Module 7 Grading Guidance:**

* The standards taught and assessed in Module 7 are last assessed in this module (See checklist on page 3.)

**Updates**

Pacing has been updated to better meet End-of-Year assessment needs.

We recommend examining the End-of-Module Assessment as the Module is being planned. This allows for better alignment between lessons and the assessment.

**Grade 4 Common Core State Standards Checklist by Module**

This grade-level chart provides an at-a-glance view of when each standard is addressed. **Shaded boxes indicate standards assessed in Module 7.** *Note that standards included in major clusters are followed by an asterisk (\*)*. Please refer to the Curriculum Overview of *A Story of Units* for a curriculum map and detailed grade-level descriptions including a summary of the year, a rationale of the module sequence, and a standards alignment chart.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CCSS | | GRADE 4 MODULES | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4.OA | 1\* |  |  | X |  |  |  | X |
| 2\* |  |  | X |  |  |  | X |
| 3\* | X |  | X |  |  |  | X |
| 4 |  |  | X |  |  |  |  |
| 5 |  |  |  |  | X |  |  |
| 4.NBT | 1\* | X |  |  |  |  |  |  |
| 2\* | X |  |  |  |  |  |  |
| 3\* | X |  |  |  |  |  |  |
| 4\* | X |  |  |  |  |  |  |
| 5\* |  |  | X |  |  |  | X |
| 6\* |  |  | X |  |  |  |  |
| 4.NF | 1\* |  |  |  |  | X |  |  |
| 2\* |  |  |  |  | X |  |  |
| 3a\* |  |  |  |  | X |  |  |
| 3b\* |  |  |  |  | X |  |  |
| 3c\* |  |  |  |  | X |  |  |
| 3d\* |  |  |  |  | X |  |  |
| 4a\* |  |  |  |  | X |  |  |
| 4b\* |  |  |  |  | X |  |  |
| 4c\* |  |  |  |  | X |  |  |
| 5\* |  |  |  |  |  | X |  |
| 6\* |  |  |  |  |  | X |  |
| 7\* |  |  |  |  |  | X |  |
| 4.MD | 1 |  | X |  |  |  |  | X |
| 2 |  | X |  |  | X | X | X |
| 3 |  |  | X |  |  |  |  |
| 4 |  |  |  |  | X |  |  |
| 5a |  |  |  | X |  |  |  |
| 5b |  |  |  | X |  |  |  |
| 6 |  |  |  | X |  |  |  |
| 7 |  |  |  | X |  |  |  |
| 4.G | 1 |  |  |  | X |  |  |  |
| 2 |  |  |  | X |  |  |  |
| 3 |  |  |  | X |  |  |  |

**Grade 4 Module 7 End-of-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little evidence of reasoning without a correct answer.  (0 Points) | Evidence of some reasoning without a correct answer.  (1 Point) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | Evidence of solid reasoning with a correct answer.  (3 Points) |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 7: End-of-Module Assessment** | | | | | | | | | |
|  | **Domain** | | | **Standards** | | | | | | |
| Question | Operations and Algebraic Thinking | Measurement and Data | | 4.OA.1 | 4.OA.2 | | 4.OA.3 | | 4.MD.1 | 4.MD.2 |
| 1 | 0 1 2 3 | 0 1 2 3 | | X |  | |  | | X |  |
| 2 | 0 1 2 3 | 0 1 2 3 | | X |  | |  | | X |  |
| 3 |  | 0 1 2 3 | |  |  | |  | | X |  |
| 4 |  | 0 1 2 3 | |  |  | |  | | X |  |
| 5 |  | 0 1 2 3 | |  |  | |  | | X | X |
| 6 | 0 1 2 3 | 0 1 2 3 | | X | X | | X | | X | X |
|  | | |  |  | |  | |  | | |
| Domain  Score | Operations and Algebraic Thinking | Measurement and Data | |  | | | | | | |
| Level |  |  | |
| Level 3 | 8-9 points | 15-18 points | |
| Level 2 | 5-7 points | 9-14 points | |
| Level 1 | 0-4 points | 0-8 points | |

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

**Grade 4 Module 7 End-of-Module Assessment Task Score Sheet (continued)**

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| --- |
| End-of-Module Assessment Task (Topics A–C)  Clusters and Standards Addressed |
| Use the four operations with whole numbers to solve problems.  4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 x 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.  4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. (See CCSS Glossary, Table 2.)  4.OA.3 Solve multi-step word problems posed with whole numbers and having whole number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.  Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.  4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. *For example, know that 1 ft is 12 times as long as 1 in. Express length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), …*  4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. |

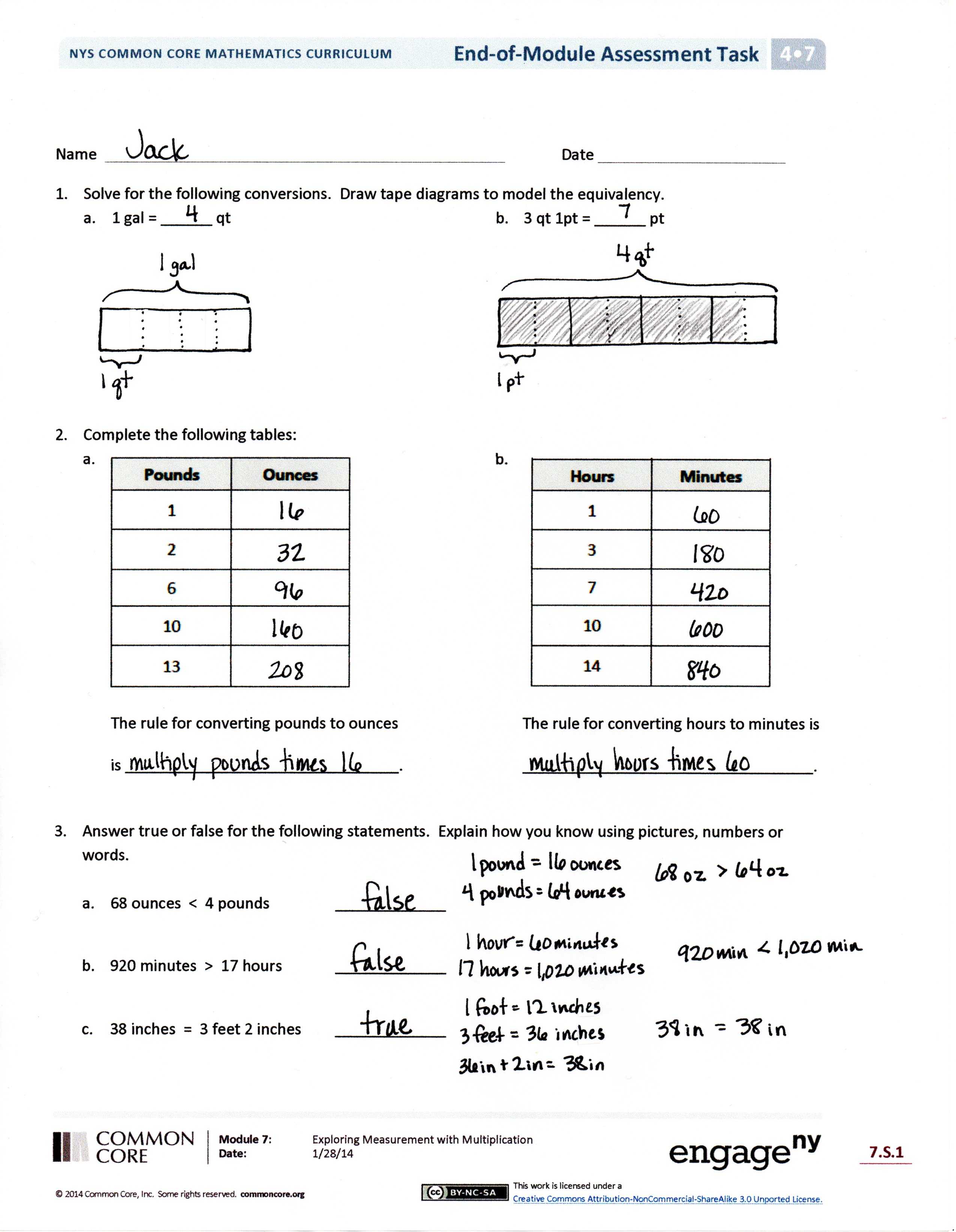
**Grade 4 Module 7 End-of-Module Assessment Task Rubric**

**\* Indicates items that have rubrics with changes/modifications from the original EngageNY rubric.**

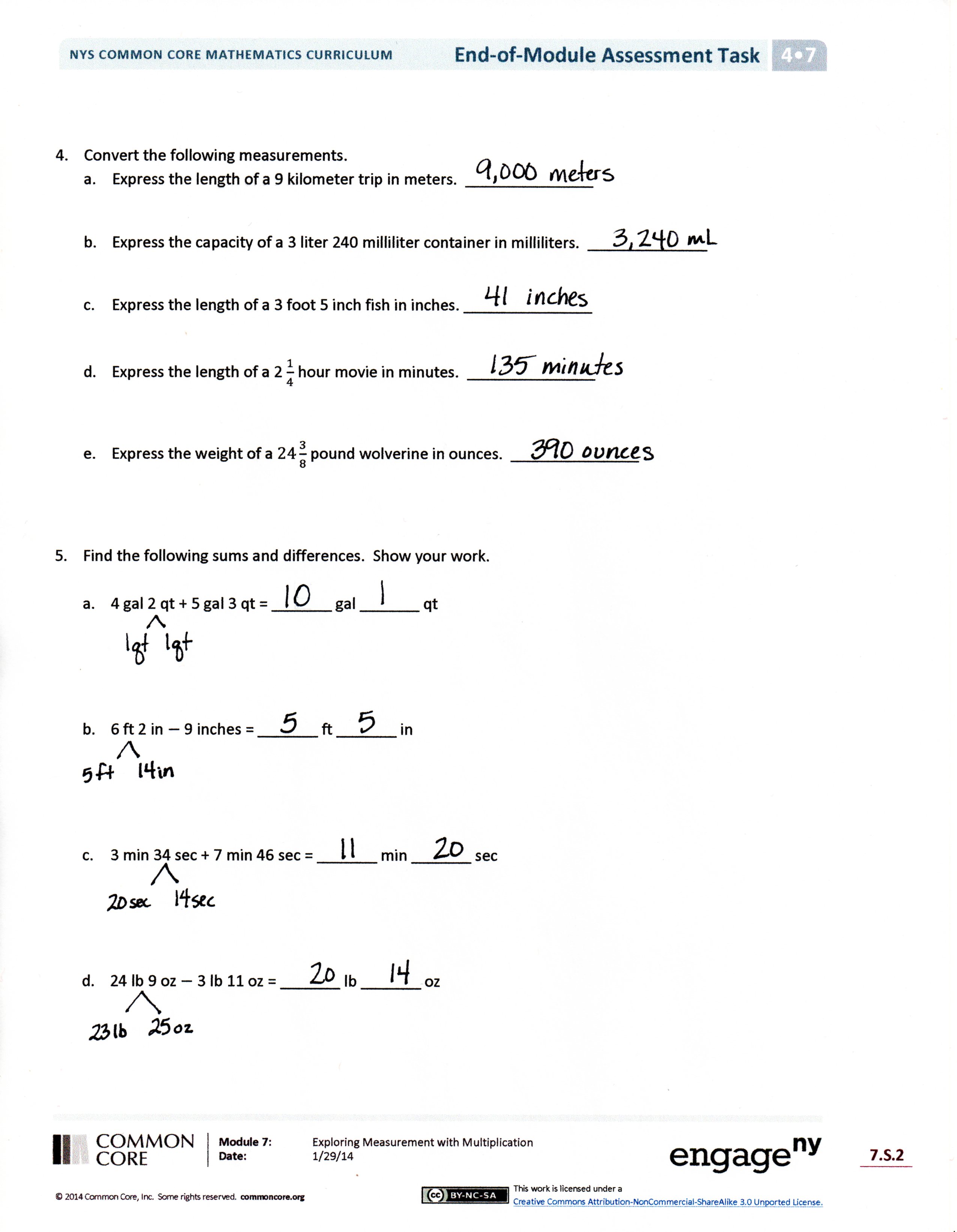
| A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item  and  Standards Assessed | STEP 0  Little evidence of reasoning without a correct answer.  (0 Points) | STEP 1  Evidence of some reasoning without a correct answer.  (1 Point) | STEP 2  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | STEP 3  Evidence of solid reasoning with a correct answer.  (3 Points) |
| **1\***  4.OA.1  4.MD.1  Use this rubric to double score #1. (Enter the same score in OA and MD.) | The student correctly answers **0** of the four parts. | The student correctly answers **1** of the four parts. | The student correctly answers **2** of the four parts. | The student correctly answers **3-4** of the four parts. (See below.) |
| a. (1) 4 qt. (2) tape diagram  b. (3) 7 qt. (4) tape diagram | | | |
| **2\***  4.OA.1  4.MD.1  Use this rubric to double score #2. (Enter the same score in OA and MD.) | The student correctly answers **0** of the four parts. | The student correctly answers **1** of the four parts. | The student correctly answers **2** of the four parts. | The student correctly answers **3-4** of the four parts. (See below.) |
| 1. **(1)** 16, 32, 96, 160, and 208 ounces; **(2)** identifies an accurate rule, such as *multiply by 16*. 2. **(3)** 60,180,420,600, and 840 minutes; **(4)** identifies an accurate rule, such as *multiply by 60*. | | | |
| **3\***  4.MD.1 | The student correctly answers **0** of the six parts. | The student correctly answers **1-2** of the six parts. | The student correctly answers **3-4** of the six parts. | The student correctly answers **5-6** of the six parts. (See below.) |
| 1. (1) False. (2) explains using pictures, numbers, or words 2. (3) False. (4) explains using pictures, numbers, or words 3. (5) True. (6) explains using pictures, numbers, or words | | | |
| **4\***  4.MD.1 | The student correctly answers **0** of the five parts. | The student correctly answers **1-2** of the five parts. | The student correctly answers **3** of the five parts. | The student correctly answers **4-5** of the five parts. (See below.) |
| a. **(1)** 9,000 meters b. **(2)** 3,240 milliliters c. **(3)** 41 inches d. **(4)** 135 minutes e. **(5)** 390 ounces | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessment  Task Item  and Standards Assessed | STEP 0  Little evidence of reasoning without a correct answer.  (0 Points) | STEP 1  Evidence of some reasoning without a correct answer.  (1 Point) | STEP 2  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | STEP 3  Evidence of solid reasoning with a correct answer.  (3 Points) |
| **5\***  4.MD.1  4.MD.2 | The student correctly answers **0-1** of the eight parts. | The student correctly answers **2-3** of the eight parts. | The student correctly answers **4-6** of the eight parts. | The student correctly answers **7-8** of the eight parts. (See below.) |
| 1. **(1)** 10 gal 1 qt. **(2)** shows work 2. **(3)** 5 ft 5 in. **(4)** shows work 3. **(5)** 11 min 20 sec. **(6)** shows work 4. **(7)** 20 lb 14 oz. **(8)** shows work | | | |
| **6\***  4.OA.1  4.OA.2  4.OA.3  4.MD.1  4.MD.2  Use this rubric to double score #6. (Enter the same score in OA and MD.) | The student correctly answers **0-1** of the seven parts. | The student correctly answers **2-3** of the seven parts. | The student correctly answers **4-5** of the seven parts. | The student correctly answers **6-7** of the seven parts. (See below.) |
| 1. **(1)** Completes the table: 36, 72, 108, 144, 180, 360 inches. 2. **(2)** Describes the rule, such as *multiply the number of yards times 36*. 3. **(3)** Solves for 540 inches in 15 yards. 4. **(4)** Answers *yes*, and **(5)** provides an accurate explanation such as *15 yards is 3 times as much as 5 yards, so 3 × 180 inches = 540 inches*. 5. **(6)** Answers *14 feet 7 inches* **(7)** using RDW. | | | |

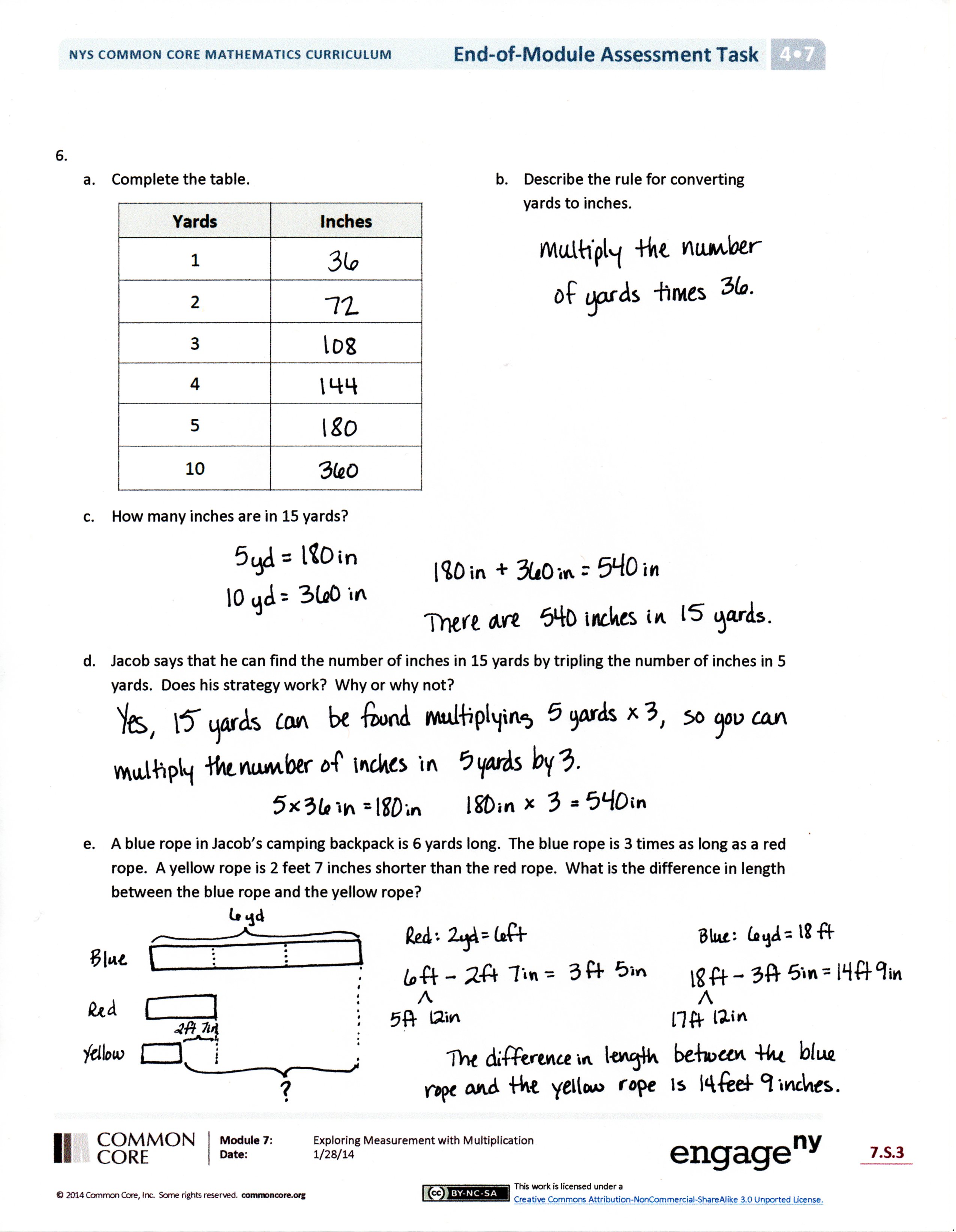
**Grade 4 Module 7 End-of-Module Assessment Task Key**



**Grade 4 Module 7 End-of-Module Assessment Task Key (continued)**



**Grade 4 Module 7 End-of-Module Assessment Task Key (continued)**



14 ft 7 in